

School Profile

Created Friday, December 06, 2013

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School Information

School Information District Name:	Toombs County School System
School Information School or Center Name:	Toombs County High School

Level of School

High (9-12)

Principal

Principal Name:	Dr. Tosha A. Middlebrooks
Principal Position:	Principal
Principal Phone:	912-526-6068
Principal Email:	middlebrookst@toombs.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Kip Hart
School contact information Position:	Instructional Coach
School contact information Phone:	912-526-6068
School contact information Email:	hartk@toombs.k12.ga.us

Grades represented in the building

example pre-k to 6

9-12

Number of Teachers in School

47

FTE Enrollment

819

Fiscal Agent Memo of Understanding

The application is the project implementation plan, not simply a proposal. This project is expected to be implemented with fidelity upon SBOE approval. When completing the application, please remember that sub-grantees will not be permitted to change the project's scope that is originally outlined in the application, scored by reviewers during the application review process, and approved by SBOE. This policy is designed to provide basic fairness to applicants for discretionary sub-grants.

Fiscal Agent/Applicant Required Signatures:

I hereby certify that I am the an authorized signatory of the fiscal agent for which grant application is made and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable federal, state, and local laws and regulations, application guidelines and instructions, assurances, and certifications. I also certify that the requested budget amounts are necessary for the implementation of the program described in the attached application.

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Dr. Kim Corley

Position/Title of Fiscal Agent's Contact Person: School Superintendent

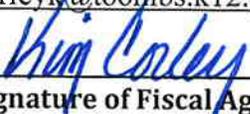
Address: 117 East Wesley Ave.

City: Lyons Zip: 30436

Telephone: (912) 526-3141 Fax: (912) 526-4609

E-mail:

corleyk@toombs.k12.ga.us


Signature of Fiscal Agency Head (District Superintendent or Executive Director)

Dr. Kim Corley

Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

December 9, 2013

Date (required)

Preliminary Application Requirements

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Click on the General Application Information link below to assist you in the grant development process.

SRCL General Information Packet-Cohort 3

Did you download and read the General Information document to assist you with writing the grant?

-
- Yes
-

Click on the SRCL Rubric link below to assist you in the grant development process.

SRCL Scoring Rubric-Cohort 3

Did you download and read the SRCL Rubric to assist you with writing the grant?

-
- Yes
-

Click on the Assessment Chart link below to assist you in the grant development process.

SRCL Required Assessments Chart

Did you download and read the Assessment Chart to assist you in writing the grant?

-
- Yes
-

Assessments

I understand that implementing the assessments mentioned on page 6 in the General Information Packet is a necessary part of receiving SRCL funding.

-
- I Agree
-

Unallowable Expenditures

Preparation of the Proposal: *Costs to develop, prepare, and/or write the SRCL proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.*

Pre-Award Costs: *Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.*

Entertainment, Refreshments, Snacks: *A field trip without the **approved** academic support will be considered entertainment. End-of-year celebrations or food associated with parties or socials are unallowable expenditures. Game systems and game cartridges are unallowable.*

Unapproved out of state or overnight field trips, including retreats, lock-ins, etc.

Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)

Advertisements, Promotional or Marketing Items

Decorative Items

Purchase of Facilities or vehicles (e.g., Buses, Vans, or Cars)

Land acquisition

Capital Improvements, Permanent Renovations

Direct charges for items/services that the indirect cost rate covers;

Dues to organizations, federations or societies for personal benefits

Any costs not allowed for Federal projects per EDGAR, which may be accessed at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses please e-mail your questions to jmorrill@doe.k12.ga.us

Upon approval by the State Board of Education, sub-grantees will be required to submit electronic budgets through GaDOE Consolidated Application Portal. All budget requests must be made in accordance with the use of funds for the SRCL project and must meet the requirements in EDGAR and OMB circulars.

• I Agree

Grant Assurances

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The sub-grantee assures that it has the necessary legal authority to apply for and receive a SRCL Grant.

-
- Yes
-

Sub-grantee certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

-
- Yes
-

The SRCL projects will target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.

-
- Yes
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The SRCL project will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

-
- Yes
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The Grantee will participate in all technical assistance/information-sharing opportunities and professional development activities provided through the STRIVING READER COMPREHENSIVE LITERACY GRANT Project Grant Program.

-
- Yes
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All activities must be correlated with the development of STRIVING READER COMPREHENSIVE LITERACY GRANT goals for children birth through grade 12.

-
- Yes
-

The second year of funding is dependent upon successful program implementation and progress aligned with the components of the request for application submitted.

-
- Yes
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Prior to any material change affecting the purpose, administration, organization, budget, or operation of the SRCL project, the Sub-grantee agrees to submit an appropriately amended application to GaDOE for approval.

-
- Yes
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The Sub-grantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.

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- Yes
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The activities and services described in the application shall be administered by or under the supervision and control of the Sub-grantee. The Sub-grantee shall not assign or subcontract, in whole or in part, its rights or obligations without prior written consent of GaDOE. Any attempted assignment without said consent shall be void and of no effect.

-
- Yes
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The Sub-grantee will use fiscal control and sound accounting procedures that will ensure proper disbursement of and account for Federal and state funds paid to the program to perform its duties.

-
- Yes
-

Funds shall be used only for financial obligations incurred during the grant period.

-
- Yes
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The Sub-grantee will, if applicable, have the required financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1966 and OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

-
- Yes
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The fiscal agent will adopt and use proper methods of administering each program, including: (A) the enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the timely correction of deficiencies in program operations that are identified through audits, monitoring, evaluation and/or technical assistance.

-
- Yes
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The Sub-grantee will cooperate in carrying out any evaluation of each such program conducted by or for the Georgia Department of Education, the U.S. Department of Education, or other state or Federal officials.

-
- Yes
-

The Sub-grantee will submit reports to GaDOE as may reasonably be required. The Sub-grantee will maintain such fiscal and programmatic records and provide access to those records, as necessary, for those departments to perform their duties.

-
- Yes
-

The Sub-grantee will submit an annual summative evaluation report no later than June 30.

-
- Yes
-

The Sub-grantee agrees that GaDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit or examine any pertinent books, documents, papers, and records of the Sub-grantee related to the Sub-grantee's charges and performance under the SRCL sub-grant.

-
- Yes
-

The property (e.g., computers, equipment, classroom desks, tables, and pilferable items) purchased with the SRCL grant funds must be managed in accordance with EDGAR section 74.34 through 74.37 (for non-profit organizations) and with EDGAR section 80.32 and 80.33 (for school districts).

-
- Yes
-

The Sub-grantee certifies that it will abide by GaDOE's Conflict of Interest and Disclosure Policy. Applicants with a conflict of interest must submit a disclosure notice.

-
- Yes
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The Sub-grantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).

-
- Yes
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Sub-grantee will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, and the Americans with Disabilities Act of 1990, which prohibits discrimination on a basis of disability.

-
- Yes
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In accordance with the Federal Drug-Free Workplace and Community Act Amendments of 1989 and the Drug-Free Workplace Act of 1988, the Sub-grantee understands that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to the 21st CCLC grant.

-
- Yes
-

All technology purchases (software and hardware) will be approved by the LEA Technology Director for compatibility with current operating systems and building infrastructure. The Technology Director must ensure that any purchases for the building will be able to be implemented and sustained beyond the grant period.

-
- Yes
-

Georgia Department of Education Conflict of Interest and Disclosure Policy

Georgia's conflict of interest and disclosure policy is applicable to entities conducting business on behalf of and /or doing business with the Department and entities receiving a grant to implement a program and/or project approved by the State Board of Education. This policy is applicable for entities receiving state and/or Federal funds.

Questions regarding the Department's conflict of interest and disclosure policy should be directed to the program manager responsible for the contract, purchase order and/or grant.

I. Conflicts of Interest

It is the policy of the Georgia Department of Education (GaDOE) to avoid doing business with Applicants, subcontractors of Applicants who have a conflict of interest or an appearance of a conflict of interest. The purpose of this policy is to maintain the highest level of integrity within its workforce, and to ensure that the award of grant Agreements is based upon fairness and merit.

a. Organizational Conflicts of Interest.

All grant applicants ("Applicants") shall provide a statement in their proposal which describes in a concise manner all past, present or planned organizational, financial, contractual or other interest(s) with an organization regulated by the GaDOE, including but not limited to Local Education Agencies (LEAs), or with an organization whose interests may be substantially affected by GaDOE activities, and which is related to the work under this grant solicitation. The interest(s) in which conflict may occur shall include those of the Applicant, its affiliates, proposed consultants, proposed subcontractors and key personnel of any of the above. Past interest shall be limited to within one year of the date of the Applicant's grant proposal. Key personnel shall include:

- any person owning more than 20% interest in the Applicant
 - the Applicant's corporate officers
 - board members
 - senior managers
 - any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.
- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
 - ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

Conflict of Interest & Disclosure Policy

- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
 1. Disqualify the Applicant, or
 2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
 1. The names of all Subject Individuals who:
 - a. Participated in preparation of proposals for award; or
 - b. Are planned to be used during performance; or
 - c. Are used during performance; and
- ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
 1. The award; or
 2. Their retention by the Applicant; and
 3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
 4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
 - v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.
- c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:
- 1. Termination of the Agreement.
 - 2. Exclusion from subsequent GaDOE grant opportunities.
 - 3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.
- d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

The Applicant represents and certifies that to the best of its knowledge and belief that during the prior 12 month period:

A former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement and complete disclosure has been made.

No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.

II. **Disclosure of Conflict of Interest after Agreement Execution**

If after Agreement execution, Applicant discovers a conflict of interest which could not reasonably have been known prior to Agreement execution; an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate this Agreement for convenience if GaDOE deems that termination is in the best interest of GaDOE.

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

Signature of Fiscal Agency Head (official sub-grant recipient)

Typed Name of Fiscal Agency Head and Position Title

Date



Signature of Applicant's Authorized Agency Head (required)

Dr. Kim Corley, Superintendent

Typed Name of Applicant's Authorized Agency Head and Position Title

December 9, 2013

Date

Signature of Co-applicant's Authorized Agency Head (if applicable)

Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

Date (if applicable)

District Narrative

System Demographics: The Toombs County School System was established in 1906. The Toombs County School System is a poor, small, rural school system with 3071 students PK-12 located in South Georgia. We have five schools: one primary, two elementary, one middle, and one high school. Four of the five schools are located within the city limits of Lyons. Toombs Central Elementary School is located twelve miles south of Lyons. All K-8 schools are Title I Schools. The system poverty average is 90.02%. We have a 24.68% Hispanic population, 18% black population, and 53.24% white population.

<u>SCHOOL</u>	<u>GRADES</u>	<u>POVERTY</u>
Lyons Primary	PK-2	100%
Lyons Upper Elementary	3-5	100%
Toombs Central Elementary	PK-5	85.63%
Toombs County Middle	6-8	97.68%
Toombs County High	9-12	73.68%

Current Priorities: Toombs County Schools focus on priorities shown to be effective in improving the academic achievement of all students. These priorities include:

- Implementing CCGPS Literacy Standards in grades K-12
- Continuing Professional Learning Communities in each school
- Utilizing technology to improve classroom instruction
- Increasing parental involvement opportunities to improve academic achievement
- Writing across the curriculum
- Vertical Team Planning

Strategic Planning: Our improvement initiative is ‘Team Toombs’ which utilizes effective best practices leading to high levels of student academic achievement.

Vision: Continuously promote and strive for educational excellence in academic achievement, citizenship, and personal growth.

Mission: Promote educational excellence through lifelong learning and promote productive citizenship through a nurturing and caring environment for the school community.

Current Management Structure: We are governed by a seven member Board of Education and Superintendent. Each school has a Principal and Instructional Coach. Four schools have an Assistant Principal. There is an Associate Superintendent assigned to each school for additional support. The Associate Superintendents also are Special Education Director and Human Resources Director, Federal Programs Director, and System Psychologist and Student Services Director.

Past Instructional Initiatives:

- Measures of Academic Progress (MAP) testing in grades 3-8
- Partnership for Reform in Science and Math (PRISM)

Literacy Curriculum: For nine years we have utilized direct instruction – SRA Reading Mastery and Corrective Reading in K-8. We have seen tremendous gains in reading proficiency utilizing these programs and method of instruction. Primarily we currently use novels to teach CCGPS, but we also utilize these resources: K-5 Harcourt Trophies, 6-8 McDougal Littell The Language of Literature, and 9-12 Holt Elements of Literature. We are in need of professional learning in grades 9-12 on reading in the content areas.

Literacy Assessments: Toombs County Schools utilize local and state assessments to monitor student literacy progress. Local assessments include common unit assessments, WIDA model, Measures of Academic Progress (MAP) in grades K-2, and AIMSweb. State assessments include GKIDS-R, GAA, ACCESS, CRCT, CRCTM, EOCT, GHSGT, and state writing assessments in grades 3, 5, 8, and 11.

Need for Striving Reader Grant: Due to decreased funding, the instructional program has been negatively impacted. We currently have 160 days of instruction per year. We do not have money to purchase instructional materials. Professional learning funds have been utilized to compensate for financial deficits, and class sizes have increased. In order to meet the academic needs of all students, we desperately need the Striving Reader Grant to purchase high-quality literacy materials and to provide essential professional learning for our staff.

District Management Plan and Key Personnel

When notified of the grant award, the system Striving Reader Grant coordinator will convene the district literacy team to review the responsibilities of each team member and to ensure the individuals on the team understand the grant’s goals and objectives, the contents of each school’s literacy plan, and to coordinate the implementation timeline.

District Literacy Team and Responsibilities

Area of Responsibility	District Team Member
Purchasing – initiate school purchase orders and manage school level grant activities	Sandra Floyd, Principal Lyons Primary Tabatha Nobles, Principal Lyons Upper Tonawanda Irie, Principal Toombs Central Pam Sears, Principal Toombs Middle Tosha Middlebrooks, Principal Toombs High
Finances – approve grant budgets, submit completion reports and state required reports	Cheryl Metzler, Federal Programs Crystal Cody, Chief Financial Officer
Accounts Payable – match invoices with packing slips, resolve discrepancies, process grant payments, process grant travel reimbursement	Kathy Milligan, Accounts Payable Clerk
Payroll – issue stipends for off contract grant training	Joy Wilkinson, Payroll Clerk
Managing school level grant activities with principals and school level literacy teams	Marcella Alexander, Instructional Coach Lyons Primary Michelle Denmark, Instructional Coach Lyons Upper Brandon Hartley, Instructional Coach Toombs Central Debra Lewis, Instructional Coach Toombs Middle Kip Hart, Instructional Coach Toombs High
Managing system level grant activities- coordinate professional learning, coordinate with instructional coaches to assist with implementation of grant activities, approve and process purchase orders, maintain budgets, and ensure assessments are complete	Cheryl Metzler, Federal Programs
Technology – organizing technology purchases, installation, maintenance, infrastructure, and technology related training	Julie Spivey, Technology Director
Special Education – coordinating requirements and managing RTI strategies	Sabrina Woodruff – Special Education Director Marissa Morris – Special Education Instructional Coach

Implementation Timeline

February – May 2014	Review and order literacy materials, plan summer literacy training sessions, place technology orders, and load software
June 2014	Plan monthly professional learning for 2014-2015 and submit annual grant report
June – July 2014	Install technology in classrooms and content area teachers attend summer grant institute
August 2014	Conduct training on new technology
January 2015	Mid-year literacy conference update
January – June 2015	Monitor literacy plan implementation at each school

An initial meeting with the system literacy team was held on 10-2-13 to discuss the Striving Reader Grant, the needs assessment process, and “The Why”, “The What”, and “The How” documents. The system literacy team met frequently throughout the grant process. The system literacy team met on 10-25-13, 11-7-13, 11-15-13, 11-22-13, 12-2-13, and 12-9-13 to review each section of the grant application and to give feedback for further review and possible revision. The system literacy team will continue to meet regularly to continue grant implementation planning, so we will be ready to move forward once the grant is awarded.

The school literacy teams have been active and involved in the grant needs assessment and development of the literacy plans. Each school was given time to complete the literacy needs assessment on curriculum, professional learning, and technology. The school teams began working on their literacy plans based on the needs assessment results. The school literacy teams met with all stakeholders to review the literacy plan, as well as other sections of the grant for review and revision. The school literacy teams will continue on-going planning for implementation of the grant.

Experience of the Applicant

The Toombs County School System has implemented various instructional initiatives aimed at improving student achievement. Our goal is to graduate all students skilled for success in higher education endeavors or in the 21st Century workplace.

Initiatives

Initiative	Grades	Status	Outside Funding
Positive Behavior Intervention Support (PBIS)	PK-8	Current	No
Back to School Fair	PK-12	Current	Yes
CCGPS Unit Development	K-12	Current	No
Standards Based Classrooms	K-12	Current	No
Lowe’s School Renovation Grant	PK-2	Past	Yes
Opening the World of Learning (OWL)	PK	Current	No
Measures of Academic Progress (MAP) Testing	K-2	Current	No
Measures of Academic Progress (MAP) Testing	3-8	Past	No
Partnership for Reform in Science and Math (PRISM)	K-12	Past	Yes
JROTC	9-12	Current	Yes
SECCA Career Academy	9-12	Current	Yes
Professional Learning Communities	PK-12	Current	No
Teacher Mentors	PK-12	Current	No
System Writing Improvement Plan	K-12	Current	No
Direct Instruction – SRA Reading Mastery	K-8	Current	No
Instructional Coaches	K-12	Current	No
21 st Century Afterschool Grant	K-8	Current	Yes
Team Toombs System Improvement Initiative	PK-12	Current	No
Toombs Educational Foundation	PK-12	Current	Yes

Three Years of State Audit Results

Audit Year	Finding	Outcome
FY10	None	N/A
FY11	None	N/A
FY12	None	N/A

Coordination of Resources and Control for Spending

One of the benefits of being a small school system is that you wear many hats and know all stakeholders well. The Toombs County School System has a proven track record of being fiscally responsible. Toombs County has a long history of successful implementation of multiple federal, state, internal initiatives, and private grants. Our stakeholders are acutely aware of making savvy decisions across programs to meet the needs of our students and to achieve system goals. Pooling resources to meet needs is a way of life in Toombs County. The community reinforces the initiatives implemented in the system because they support our mission and goals.

Sustainability of Past Initiatives

We have sustained past initiatives by securing funding from a variety of sources: local taxes, state funds, federal funds, and grants. In order to continue the grant initiatives beyond the scope of grant funding, we plan to utilize those same resources.

Internal Initiatives Implemented Without Outside Funding Support

There are several initiatives implemented in Toombs County Schools without outside funding support. Measures of Academic Progress (MAP) testing was implemented because we desired a measure for academic growth for students who do not participate in the state testing program. This has remained a priority in our system, so funds from Title I and Special Education support this initiative. Ongoing support for the implementation of direct instruction is sustained by on-site coaching from J/P Associates and funded by state funds, Title I, and Special Education. Another on-going system initiative is site based instructional coaches. The coaches are funded through Special Education, Title I, and Title IIA.

In 1991, Toombs County High School (TCHS) opened at its current location as the culmination of a process to combine the system's two high schools, Lyons Senior High School and the rural Toombs Central High School. Through a decision of the Toombs County Board of Education, and with the support of the voters of the county, SPLOST funds are being collected to build a new Toombs County High School that is scheduled to open in 2015. Like a healthy body without a soul, an engine without fuel, and a planted field without water and nourishment, the new Toombs County High School will hold great potential for its students but will need the soul, fuel, and nourishment to move beyond a well-constructed shell to a vibrant center for learning and building great futures for its students.

Toombs County High School has always strived to provide a rigorous academic curriculum. Like all effective schools, teachers must adapt to expectations and standards to provide students with the necessary skills to become successful citizens in an ever-evolving world. The school has worked to broaden its career focused courses and Advanced Placement courses. Extracurricular activities, from athletics to careers, service, recognition, and faith based clubs, have sought to enrich student experiences beyond the confines of the traditional classroom settings.

In keeping up to date with changing expectations, teachers and administrators have sought to utilize available resources and have been creative thinkers in "making do" with the economic limitations of our current times. As Toombs County High School has moved to a post-textbook approach that emphasizes critical thinking and reasoning through enhanced standards, such as Common Core, the students and teachers have been seeking new methods to access critical source documents, texts, and media based content to enhance individual literacy. The result of this quest is proving to be improved student learning.

The current student population is diverse and comprised of Caucasian (58%), African-American (17%), Hispanic (22%), American Indian (0.8%), Asian (0.2%), and multi-racial (2%) students. These percentages have been fairly consistent over the past 10 years with the primary adjustment being an increase in Hispanic students to the area. Over time, the school's proportion of economically disadvantaged rate has increased. For the first time, all students receive free lunch due to the increasing proportion of economically disadvantaged students. As a result of this emerging concern, the faculty met in September 2013 and voted unanimously to apply for whole-school Title I status.

The Toombs County High School faculty is 100% highly qualified in the field in which they teach. All teachers are members of Professional Learning Teams that are content centric with

additional teams focused on specific topics such as assessment and data management/analysis. TCHS faculty are regularly discussing and implementing research-based instructional methods to improve student performance. TCHS has been in a review and realignment phase for the past two years to ensure that all instruction is aligned to state standards and frameworks for consistency across the school's courses. Standards based classrooms are evident and common planning, as possible, is playing a critical role in implementing the Common Core GPS curriculum.

Administrative and Teacher Leadership Team

Toombs County High School has an administration and leadership team comprised of building level administrators, an instructional coordinator, content specific department chairpersons, counselors, a media specialist, and a general teacher representative. With input from the entire teaching staff, the leadership team is responsible for making instructional decisions and policies. Further, the Leadership Team can consult with the Toombs County High School Council which includes parent, business, and community representatives.

Past Instructional Initiatives

A variety of instructional initiatives have been implemented over time to build a strong foundation for instruction and student learning. Throughout the implementation of Georgia Performance Standards, TCHS participated in professional learning to begin transition toward standards based classrooms. Teachers have been exposed to a wide variety of instructional development opportunities, including:

- Marzano's 9 highly effective strategies
- Persuasive writing instructional strategies
- Academics SAT vocabulary integration plan
- Pyramid of Interventions
- Positive Behavior Support System (Be SMART)
- Inclusion/co-teaching
- Standards based classrooms
- Unit writing protocols
- Poverty awareness

Current Instructional Initiatives

The transition to increased career pathways, Common Core Georgia Performance Standards, and the emerging Next Generation Science Standards will continue to challenge teachers to maintain necessary methods, materials, and lesson designs to best support student learning. Toombs County High School, with the support of administrators, has included collaborative planning times and opportunities to jointly develop units following established curriculum maps. The lesson plans are developed to make content relevant and complete with clarity as to instructional goals. In order to promote student achievement and the exceeding of state standards, current teaching practices include professional learning teams, with the support of an instructional coach, that seek to develop research-based teaching strategies that emphasize increased rigor and thinking skills with appropriate differentiation. This is done in alignment with TKES expectations to promote student learning.

- 9-12 Writing Plan
- Pyramid of Intervention
- Positive Behavior Support System (Bulldog Bucks)
- Inclusion/co-teaching
- Standards based classrooms and consistent Unit Planning Protocol (UPP)
- Poverty Awareness
- ELL Cultural Awareness

Professional Learning Needs

Staff professional development at Toombs County High School is based on a needs assessment and a component of the TCHS School Improvement Plan (SIP). The results of recent needs assessments have indicated a high need for literacy based professional development, particularly within the content areas. This type of professional development would assist teachers in developing effective lessons that better incorporate reading, interpretation of relevant texts, analysis of data within the contents, and development of enhanced cultural literacy. Professional learning needs include, but are not limited to,:

- Explicit vocabulary focus in all content areas
- Expanded comprehension strategies
- Increased motivation for engaging literacy in the learning
- Intensive, individualized, and innovative methods for engaging all readers, including struggling and advanced readers

- Participation in regional, state, and national conferences and online courses that include content specific, as well as general, strategies for literacy.
- Access to professional organizations, consultants, and support systems that develop and support the implementation of literacy within the content classroom for all levels of student learning.

Need for a Striving Readers Project

Because of current, continuing economic challenges, the Toombs County School System has enacted multiple rounds of strict monetary cuts to educational programming and have revamped the system calendar to a 160 day structure. Leadership and classroom level personnel have actively worked to make sure that these have minimal negative impact on student learning. With no text adoptions, severely limited funds for resources, and increased class size, the challenge is large. However, the TCHS staff continues to provide quality instruction that can be enhanced by the Striving Readers grant.

Within the confines of the current economic challenges, our economically disadvantaged students are most impacted and their percentage of the population is increasing. For Toombs County High School teachers, there exists a need for increased literacy instruction and assessment techniques within content, as demonstrated by the needs assessment. Further, economic circumstances necessitate additional support for technology resources that support the goals. These include e-texts and classroom libraries. Innovative 21st century technology is also needed to make literacy instruction contemporary, thorough, and cross-curricular. The Striving Readers grant would allow for the addition of the resources and training to better promote literacy for today's learner.

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Building Block 1. Engaged Leadership

A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school

The administration and leadership team of Toombs County High School is committed to student literacy skills and student success. Through the use of the Needs Assessment Rubric, professional development is recognized as a priority to improve staff skills to fully recognize the benefits of existing standards to prepare all students for college, career, and life. Teachers in all departments are already meeting in Professional Learning Teams to develop professional skills to improve instruction. Continued focus on literacy related instructional issues will only enhance this existing practice because of the relevant and research documented practices that can be implemented for students who remain behind in their literacy skills (Why, p28).

Planning:

The administrator will:

- Be strategic about assigning teachers non-academic duties
- Schedule protected time for literacy and teacher collaboration

Implementing:

The administrator will:

- Provide professional learning based on student data and teacher needs
- Conduct literacy walk-throughs to monitor use of literacy strategies, student engagement and learning, as well as to ensure consistent use of effective instructional practices

Expanding:

The administrator will:

- Ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly

Sustaining:

The administrator will:

- Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and previously learned strategies.

B. Action: Organize a Literacy Leadership Team

The administration and leadership team of Toombs County High School recognizes the need to hone its focus on literacy as a functional Literacy Leadership Team that seeks to better involve all content areas in the CCGPS implementation. Current thinking has prepared the school to create a shared vision for the school and community that is aligned with the state literacy plan (What 1.B.2;5:How1,B,p2). This will include the utilization of technology envisioned to implement research proven, economically efficient

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means of instructional delivery that are effective for student learning. Planning will also include promoting the collection and utilization of data to drive instructional goals.

Planning:

The Leadership/Literacy Team led by the administrator will:

- Identify stakeholders and partners to be part of the literacy leadership team:
 - faculty
 - representatives from within the feeder pattern for your school (i.e., middle schools and technical schools)
 - community leaders
 - parents
- Evaluate current practices in all classrooms by using an observation or walkthrough tool (e.g., Literacy Instruction Checklist, GA or some other instrument) to determine strengths in literacy instruction and to identify needs for improvement
- Determine what additional data is needed in order to make informed decisions about the path forward
- Analyze multiple forms of student, school, and teacher data, including results of the Literacy Instruction Observation Checklist or its equivalent, to develop a list of prioritized recommendations and goals for improvement
- Select or develop a walk-through observation form, such as Literacy Instruction Observation Checklist, to ensure consistency of effective instructional practices
- Ensure that effective data analysis procedures and practices are understood and practiced

Implementing:

The Leadership/Literacy Team led by the administrator will:

- Identify and prioritize a list of students to be targeted for intervention or support
-
- Ensure use of research-based practices aligned with CCGPS
- Establish a system of communication online between out-of-school organizations and teachers, e.g., Boys and Girls Club, YMCA afterschool programming, church teen groups
- Utilize technology to maintain communication among team members
- Plan for ongoing data collection and analysis to inform program development and improvement

Expanding:

The Leadership/Literacy Team led by the administrator will:

- Rewrite/refocus School Improvement Plan goals, objectives, and actions according to student achievement results
- Re-assign staff as needed to maximize literacy goals
- Identify and allocate additional funding sources to support literacy
- Share student achievement gains with parents and with the local community, through community open houses, newspaper articles, displays of student work, website, etc.

Sustaining:

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The Leadership/Literacy Team led by the administrator will:

- Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Standards (CCGPS)
- Remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement
- Define priorities and allocate needed resources to sustain them over time
- Share student achievement gains with District Literacy Leadership Team and School Board members through online media and traditional outlets
- Pursue external funding sources to support literacy

C. Action: Maximize the use of time and personnel through scheduling and collaborative planning

Collaborative planning by academic departments and writing across the curriculum are both established components of the Toombs County High School culture. These processes could be enhanced with increased instructional coordination and sharing of resources to fully realize literacy goals through strategic collaboration to enhance the literacy skills of all students.

Planning:

- Consider the utilization of the entire staff when developing a schedule for literacy instruction
- Schedule time for collaborative planning teams within and across the curriculum

Implementing:

- Ensure that teams meet for collaborative planning and examining student data/work during scheduled times
- Maximize use of scheduled times for collaborative meetings
 - Prepare agendas and action summaries for all meetings
 - Use protocols to examine student work

Expanding:

- Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction
- Collaborate with other team members to maximize instructional time through the use of peer observations to analyze lessons

Sustaining:

- Share professional learning at team and staff meetings
- Encourage teachers to share stories of success in the community, both online and through traditional outlets

D. Action: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards

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Through the use of consistent dedication, resulting from focused attention over the years, Toombs County High School's classrooms are becoming better articulated as standards based classrooms that clearly articulate the expectations of the GPS and CCGPS standards.

Planning:

- Evaluate the school culture and current practices by surveying strengths and needs for improvement
- Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement
- Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge
- Identify and prioritize a list of students to be targeted for intervention or support

Implementing:

- Design and implement infrastructure to provide guidance and support for students and families
- Utilize all staff to support literacy instruction
- Incorporate technologies to more creatively and effectively support stakeholder engagement

Expanding:

- Use technology to assist in incorporating culturally and linguistically appropriate two-way communications with parents and stakeholders

Sustaining:

- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives
- Provide parents and caregivers with links to websites that provide resources to strengthen literacy
- Include academic supports such as tutoring, co-curricular activities, online learning opportunities and/or tutoring, and extended learning opportunities such as summer programs, after-school and Saturday academies to enhance literacy learning

E. Action: Optimize literacy instruction across all content areas

Teachers should be trained and supported, in all content areas, to embed cognitive and motivation strategies to promote student literacy and understanding in content specific reading (Why, p124). The school will plan to integrate literature in all subjects as articulated in CCGPS (What 1.E.p6) and identify research based strategies and appropriate resources to support student learning and use differentiated instruction through tiered tasks (How 1.E.26). The school will develop and require a common systematic procedure for teaching academic vocabulary in all subjects using a systematic process such as those developed by the Georgia architects (What 1.E.p2;How 1.E.p26). A variety of content appropriate writing styles, including: opinion, persuasive, information, explanatory, and narratives, shall be promoted. This will be aligned with a school wide writing rubric that is aligned with CCGPS expectations. (How 1.E.p27). Professional development opportunities to select and incorporate literacy and writing activities, instruction and support student activities with appropriate respect for

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ethical concerns related to literacy and writing will be presented to all staff.

Planning:

- Identify appropriate strategies to help ELs meet English language proficiency standards
- Create a plan to integrate literacy in all subjects as articulated within CCGPS
- Provide professional learning on incorporating the use of literacy activities in content areas, including:
 - Use of informational text in English language arts classes
 - Writing instruction (narrative, opinion, and informational) in all subject areas
 - Supporting opinions with reasons and information
 - Determining author bias or point of view
 - Text complexity that is appropriate to grade level
 - Text complexity that is adjusted to the needs of individual students
 - Guiding students to conduct short research projects that use several sources
 - Teaching students to identify and navigate the text structures most common to a particular content area (e.g., social studies, cause and effect; science, problem/solution)
- Identify or develop a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance

Implementing:

- Support teacher in their use of appropriate strategies to help ELs meet English language proficiency standards
- Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS
- Ensure instruction in and opportunities for:
 - Writing opinion pieces on topics or texts, supporting a point of view with reasons and information
 - Writing informative/ explanatory texts to examine a topic and convey ideas and information clearly
 - Writing narratives to develop real or imaginary experiences
- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance
- Provide teachers with resources to provide a variety and choice in reading materials and writing topics
- Ensure that teachers provide meaningful opportunities for students to write, speak, and listen

Expanding:

- Monitor literacy instruction across the curriculum through:
 - Formal and informal observations
 - Lesson plans
 - Walkthroughs
 - Student work samples

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- Ask teachers to identify exemplary samples of student work to model features of quality writing
- Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)
- Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic

Sustaining:

- Expand meaningful opportunities for students to write, speak, and listen (e.g., contests, debates, speeches, creating YouTube videos, and drama)
- Expand the types of writing across the subject areas (e.g., songs, manuals, wikis, blogs, captions, word problems, e-mails, ads, instructions, etc.)
- Differentiate literacy assignments by offering student choice
- Celebrate and publish good student writing products in a variety of formats (i.e. school websites, local newspapers, magazines, classroom, and school libraries, etc.)

F. Action: Enlist the community at large to support schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards.

The school council will be tasked with actively engaging the community in developing and achieving literacy goals. Local leaders and parents will be involved in the process of creating a shared vision for literacy in the community (How, 1.F.p28). The school council will develop and promote a list of community literacy enhancement resources and encourage its participants to actively engage the community in achieving its goals. Academic successes will be celebrated through traditional and online media (What 1.F.4.p7)

Planning:

- Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, afterschool programming)

Implementing:

- Enlist members of the various participating entities to provide leadership by:
 - Serving as mentors
 - Speaking to groups of students
 - Publicizing efforts within the community
 - Visiting classrooms to support teachers and students

Expanding:

- Actively support teachers in their efforts in schools
- Evaluate the effectiveness of after-school tutoring programs and partner with community groups to accommodate more students
- Utilize social media to communicate and promote the goals of literacy throughout the community at large

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Sustaining:

- Celebrate academic successes publically through traditional and online media
- Continue to focus proactively on broad issues that may prevent students from learning
- Ask local businesses to help heighten awareness about reading or literacy topics
- Foster relationships among schools, postsecondary education institutions, the workforce, families, and communities

Building Block 2: Continuity of Instruction

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I. D., E.)

Effective instruction, to meet the needs of all students, must be diverse in style, modality, and assessment (Why, p44). The responsibility for this instruction must move beyond the ELA department. To provide 21st instruction that meets and promotes contemporary literacy expectations, the school culture must be reoriented toward a school wide focus where writing in each discipline promotes writing in the other departments. The interplay of informational writing stressed in ELA is reflected in science lab reports. CTAE narratives support the style of ELA. The school will use a shared set of expectations to promote consistency across the curriculum in methods and styles. Common planning should be used to promote this goal as well as consistent methods for following the writing process.

Planning:

- Establish an expectation of shared responsibility for literacy across the curriculum
- Design infrastructure for shared responsibility for development of literacy across the curriculum
- Research the components of the professional learning community model

Implementing:

- Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data/work
- Prepare agendas and action summaries for all meetings
- Plan and implement lessons that address the literacy needs of students

Expanding:

- Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction using videotaping where possible
- Study formative student assessment results and use the results to continue to adjust instruction

Sustaining:

- Share professional learning online and at team and staff meetings
- Showcase evidence of student learning success on the school websites, writing assignments, improved test scores, awards and/or recognitions
- Encourage teachers to share stories of success in the community and through school and teacher websites and blogs

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B. Action: Support teachers in providing literacy instruction across the curriculum

Coaching, modeling, and mentoring relationships will be promoted to ensure that literacy is consistent and focused (What, p7). Technology enhancements will support the goals of focused literacy (What, p7). These will help promote positive views of literacy across the school community.

Planning:

- Identify the concepts and skills students needed to meet expectations in CCGPS
- Study research-based strategies and resources, particularly those found in “The Why” document of the Georgia Literacy Plan
- Study the English language proficiency standards resources, strategies, technologies, and accommodations for English learners
- Study the text structures most frequently used in texts of each content area
- Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area
- Study a variety of strategies for incorporating writing in all content area
- Discuss ways to infuse literacy throughout the day including the innovative use of technology, devices, and programs that promote innovation and creative use of literacy skills

Implementing:

- Use research-based strategies and appropriate resources to support student learning of the CCGPS
- Implement appropriate strategies to help ELs meet English language proficiency standards
- Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure, such as
- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS
- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance
- Teach and have students practice writing as a process (pre-write, draft, revise, edit, and publish online and on hardcopy)
- Infuse all types of literacy throughout the day e.g., print and online
- Provide variety and choice in the types, media and genre of both reading and writing assignments
- Develop meaningful opportunities for students to write, speak, and listen

Expanding:

- Identify skills or knowledge needed to be strengthened in future lessons for students to reach standards proficiency
- Monitor the use of instructional strategies to improve literacy through formal and informal observations
- Discuss exemplary samples with students to model features of quality writing

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- Guide students to focus on their own improvement
- Provide opportunities for reading varied genres to improve fluency, confidence, and understanding
- Integrate appropriate comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)
- Share creative ideas to infuse literacy throughout the day

Sustaining:

- Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards)
- Stay abreast of effective strategies for literacy instruction
- Differentiate assignments by offering student choice
- Celebrate and publish good student writing in a variety of formats

C. Action: Collaborate with supporting out-of-school agencies and organizations within the community

A priority will be placed on engaging agencies outside of the school to assist organizations and nonprofits that seek to promote literacy within the community. Through the school webpage and system FaceBook page, outreach should be promoting these opportunities to engage in literacy activities beyond the traditional school day (What, p8).

Planning:

- Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need
- Appoint a person in a leadership role (e.g., administrator, coach, counselor) at the school who will be in charge of transitions for all students

Implementing:

- Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, out-of-school programming)
- Establish a means of continual communication (e.g., texting, twitter, email, etc.) between teachers and out-of-school providers
- Incorporate technologies to more creatively and effectively support stakeholder engagement

Expanding:

- Partner with community groups to accommodate more students
- Develop and maintain infrastructure to support literacy
- Incorporate culturally and linguistically appropriate two-way communications with parents and stakeholders both online and face to face.

Sustaining:

- Advocate for new capacity in the community to help students and families

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- Continue to focus proactively on broad issues that may prevent students from learning (e.g., health, nutrition, homelessness, drop-out, attendance)
- Pursue additional funding sources for specialized literacy staff and materials
- Include academic supports such as tutoring, co-curricular activities, and extended learning opportunities such as summer programs, online tutoring programs, after-school and Saturday academies to enhance literacy learning

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Building Block 3. Ongoing formative and summative assessments

A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction

Beyond state mandated testing (specific EOCTs, GHSWT, PSAT), Toombs County High School promotes the use of benchmarking as a formative assessment. However, this process will need to be accelerated through the implementation of the SLOs and additional expectations for common course teachers to regularly implement formalized formative assessment to accompany consistent summative assessments that are currently in the forms of major exams and tasks. Informal formative assessments through the use of OAS and USATestPrep are regularly promoted. Monitoring of implementation should increase to make sure that standards aligned content is the focus of instruction and assessment. The process of formative and summative assessments will be more formalized in a calendar and aligned to assist in more relevant data collection for intervention and enrichment (What, p8).

Planning:

- Ensure that teachers understand the purpose for and use of formative assessment and how it differs from summative assessment
- Locate or develop common mid-course assessments to be used across classrooms and include a variety of formats (multiple choice, short answer, constructed response, essay)
- Task the data team with developing procedures and expectations for staff to review and analyze assessment results
- Develop a formative assessment calendar based on local, state, and program guidelines, including specific timeline for administration and persons responsible
- Make a data collection plan for storing, analyzing, and disseminating assessment results

Implementing:

- Administer assessments and input and analyze data according to the established timeline
- Provide timely, descriptive feedback to students with opportunities to assess their own learning
- Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms
- Upgrade technology infrastructure, if necessary, to support assessment administration and dissemination of results

Expanding:

- Analyze student data in teacher teams to develop and adjust instructional plans

Sustaining:

- Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students
- Continue to provide consistent expectations across classrooms and teachers by identifying or

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- developing common curriculum-based assessments (formal, informal, performance based)
- Continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities
 - Continue to purchase assessment and intervention materials aligned with students' needs

B. Action: Use universal screening and progress monitoring for formative assessment

The vast majority of assessment is teacher designed. To provide universal screening, the OAS and SLO systems will be utilized for the consistency with state expectations and consistency throughout the high school. This will be mid-term to ensure mastery of CCGPS in all courses (What, p8). Interventions will be identified, implemented and measured with technology infrastructure (What, 8). Ongoing supplies, equipment, support and training will be provided to ensure that the literacy plan will support all students, whether struggling, high achieving, or advanced learners (What,p8).

Planning:

- Identify literacy skills needed to master CCGPS in each content area
- Select or develop school- or system-wide classroom-based formative assessments to assess efficacy of classroom instruction
- Include assessment measures to identify high achieving/advanced learners who would benefit from advanced coursework

Implementing:

- Develop an assessment calendar to include universal screenings and progress monitoring, designating persons responsible
- Administer assessments and input data according to the established timeline
- Provide timely, descriptive feedback to students with opportunities to assess their own learning

Expanding:

- Assign a person or persons responsible for monitoring and maintaining fidelity of all formative assessment procedures and timelines
- Analyze student data in teacher teams to develop and adjust instructional plans

Sustaining:

- Acknowledge staff's efforts to improve their use of assessment data to inform instruction
- Make data-driven budget decisions aligned with literacy priorities

C. Action: Use diagnostic assessment to analyze problems found in literacy screening

The school will identify and implement a protocol to ensure diagnostic assessment of students to identify at-risk students. These assessments should isolate component skills and be part of interventions that have multiple entry points (What, p9).

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Planning:

- Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment
- Select interventions that include diagnostic assessments and multiple- entry points to avoid a one-size-fits-all approach

Implementing:

- Use results of the diagnostics for student placement within and adjustment of instruction
- Use technology to differentiate learning within content areas (e.g., use assessments to match students to text; provide practice opportunities to strengthen areas of weakness; use e-books; support students whose disabilities may preclude them from acquiring information through reading)

Expanding:

- Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals
- Use technology to share relevant student progress data with families in an easily interpreted format

Sustaining:

The administrator will:

- Recognize and celebrate individual student's incremental improvements toward reaching literacy goals

D. Action: Use summative data to make programming decisions as well as to monitor individual student progress

The TCSS "Data Dig" uses assessment data, attendance data, and discipline data. This is analyzed to review root causes and to promote possible solutions to system challenges. The process reviews information to set goals, actions, and strategies to achieve the mission and vision of the system. The process is supported by high school activities as well that allows all departments to interact and share data, concerns, and identified strengths. Further, departmental meetings are expected to regularly review data to determine instructional implications, learning gaps, and instructional strategies that best meet the needs of students.

Planning:

- Evaluate the capacity of technology infrastructure to support test administration and disseminate results
- Analyze previous year's outcome assessments to determine broad student needs and serve as a baseline for improvement:
 - End-of-Course Tests (EOCT) in grades 9-12 in math, social studies, science, and English language arts
 - Georgia Alternate Assessment (GAA) for students with disabilities

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- Georgia High School Writing Test (GHWT) given in fall of junior year
- Identify common mid-course assessments (i.e., end-of-unit /chapter tests and tasks) that are used to measure progress toward standards
- Analyze assessment data to identify teachers who need support

Implementing:

- Discuss assessment results with students to set individual goals
- Upgrade the capacity of technology infrastructure to support administration of assessments and the dissemination of results
- Administer summative assessments at scheduled intervals
- Include specific times on the school calendar for analyzing summative assessment data
- Plan time in teacher teams to review assessment results to identify program and instructional adjustments, as needed
- During teacher team meetings, focus discussions on changes that can be made to improve the instructional program for all students, regardless of ability

Expanding:

- Offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses
- Disaggregate data to ensure the progress of subgroups
- Share and analyze student work samples as a way to inform instruction during collaborative planning (See Section I. B. and II.A.)
- Plan lessons, re-teaching, and intervention activities that target areas of need

Sustaining:

- Based on analysis of summative assessment data:
 - Evaluate the effectiveness of programs and policies
 - Redefine school improvement goals
 - Adjust curriculum alignment to eliminate gaps
 - Ensure that students are appropriately placed in specific programs
- Using the school or classroom websites, recognize and celebrate individual student's significant improvements and attaining designated standards of achievement

Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.)

The use of data is already evident. TCHS will continue to develop and use a protocol for adequate data storage and retrieval that is accompanied by established procedures and expectations for staff to review, analyze, and disseminate assessment results (What, p9).

Planning:

- Identify participants for data team at system level

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- Define roles and responsibilities for team members – including, but not limited to:
- Schedule collaborative planning time for data meetings
- Develop a protocol for making decisions to identify the instructional needs of students

Implementing:

- Communicate the expectations for meetings
- Teach the data meeting protocol to the data team members

Expanding:

The administrator will:

- Review protocols at beginning of meetings
- Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers

Sustaining:

- Continue to build collaborative data meetings into the monthly calendar

Building Block 4. Best Practices in Literacy Instruction

A. Action: Provide direct, explicit literacy instruction for all students

Content appropriate professional development will support and train teachers to give students appropriate related reading instruction for their discipline. The school will further utilize team meeting protocols and a school wide tool to evaluate the degree to which literacy instruction is evident (What, p7). This tool could be an adapted version of Georgia's Literacy Instruction Observation Checklist.

Planning:

- Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts
- Examine student data to identify areas of instruction with greatest needs
- Allocate which aspects of literacy instruction students are to receive in each subject area

Implementing:

- Provide training to all pertinent staff in the use of effective literacy instruction
- Provide professional learning on the tenets of explicit instruction:
 - Use of data to inform instructional decisions and explicit teaching
 - Selection of appropriate text for strategy instruction
 - Telling students specific strategies to be learned and why
 - Modeling of how strategy is used
 - Guided and independent practice with feedback

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- Discussion of when and where strategies are to be applied

Expanding:

- Review teacher and student data to improve instruction
- Share effective differentiated lessons and differentiation strategies in teacher team meetings
- Provide instructional and assessment accommodations/ adaptations for English language learners according to their English proficiency levels, and accommodations for students with exceptionalities according to their needs and talents

Sustaining:

The administrator will:

- Continue analyzing data to determine the impact of teaching strategies on student achievement
- Continue to provide ongoing training to all pertinent and new staff in the use of school protocols
- Provide support to new teachers on differentiated instruction for all learners, including English language learners and students with exceptionalities, including advanced and gifted students

B. Action: Ensure that students receive effective writing instruction across the curriculum

Students at Toombs County High School will benefit from the use of a school wide rubric for writing assessment and have access to new technology that allows students to produce, publish, and communicate their work with others in varied print and digital media (What, p10).

Planning:

- Teachers should be made to understand the need for any or all of the following:
 - Providing students with opportunities to self-select reading material and topics for research
 - Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives
 - Increasing opportunities for collaborating with peers
 - Increasing access to texts that students consider interesting
 - Leveraging the creative use of technology within the learning process to promote engagement and relevance.

Implementing:

- Ensure that incentive programs, if used, are:
 - Voluntary and not required
 - Not tied to grades
 - Incentives are minimal and are connected to reading, such as books

Expanding:

The administrator will:

- Promote the creative sharing of writing products produced in various disciplines

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Sustaining:

The administrator will:

- Maintain policies to ensure fidelity to writing expectations

C. Action: Teachers work to develop and maintain interest and engagement as students progress through school.

The school will establish basic expectations for literacy instruction throughout the contents that provides clear expectation for the frequency on instruction and products that should be developed in the content areas.

Planning:

- Design a vertically and horizontally articulated writing plan consistent with CCGPS
- Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum

Implementing:

- Facilitate transition plans with the middle school to ensure student progress is continual

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Building Block 5. System of Tiered Intervention (RTI) for All Students

A. Action: Use information developed from the school-based data teams to inform RTI process (see Section 3. E.)

The RTI process, when fully implemented, promotes gains in literacy for struggling students. To do this, we must know the literacy needs of our students (What, p11). Once the program has demonstrated a certain way to identify students in need of increased support, the school must provide support, remediation and enrichment, as appropriate and revise delivery as appropriate (What, p11).

Planning:

- Determine percentage of students currently being served in each tier at each grade level
- Articulate goals/objectives at building and system level based on identified grade- level and building needs, as well as system needs
- Budget for recurring costs of data collection, intervention materials, and technology used for implementation
- Develop protocols for identifying students and matching them to the appropriate intervention

Implementing:

- Purchase, schedule, train providers and implement intervention
- Analyze data for individuals to identify students in need of intervention according to established protocols
- Monitor to ensure that interventions are occurring regularly and with fidelity
- Monitor results of formative assessment to ensure students are progressing

Expanding:

- Schedule grade-level data-analysis team meetings
- Provide building and system-level support of the process
- Develop process monitoring the implementation of research-based interventions at the building level and across the system

Sustaining:

- Use the Georgia Department of Education problem-solving checklist to evaluate:
 - Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention

B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4. A & B)

All students receive tier one in accord with CCGPS expectations. The implementation methods of the tier and understanding of a shared and consistent design for learning and assessment should be promoted and agreed upon to hold all students to their best possible performance on standards.

Toombs 9-12 Literacy Plan 2013

Toombs County High School needs a school wide literacy checklist and supportive collegial observations accompanied by training on direct, instructional strategies for content based literacy, vocabulary acquisition, reading comprehension, writing skills, and information presentation through media construction for effective communication (What, p11-12)

Planning:

- Examine student data to determine the current percentage of successful students in the areas of literacy (i.e., reading and writing)
- Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area
- Provide professional learning on:
 - GA DOE resources for RTI, universal screening (e. g., GRASP, Aimsweb)
 - Team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting
 - School-wide understanding of assessment data and anticipated levels of student mastery during the school year

Implementing:

- Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction
- Ensure that teachers develop and agree upon common classroom-based formative assessments within each subject area to ensure consistent expectations across classrooms
- Ensure that teachers regularly meet, either face-to-face or online, to debrief on the progress of these lessons and to plan necessary changes
- Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels
- Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students
- Promote the formation of professional learning communities with protected meeting times

Expanding:

- Ensure adequate time for planning and implementing flexible grouping based on students' learning needs
- Monitor the planning, delivery and assessment for students with special learning needs (EL, SWD, gifted)
- Support teachers' effective use of time through use of technology during each stage of the process

Sustaining:

- Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students' needs
- Encourage the use of technology to support proactive communication between students and teachers, parents and teachers (e.g., cell phones, texting, email)
- Ensure that communication between teachers and administrators is ongoing and effective

Toombs 9-12 Literacy Plan 2013

C. Action: Implement Tier 2 needs-based interventions for targeted students

The screening and diagnostic process related training should be increased to find innovative ways to assist struggling students.

Planning:

- Plan and provide professional learning for interventionists on:
 - Appropriate use of supplemental and intervention materials
 - Diagnosis of reading difficulties
 - Direct, explicit instructional strategies to address difficulties
 - Charting data
 - Graphing progress
- Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year
- Ensure effectiveness of interventions by:
 - Building sufficient blocks of time into the daily schedule
 - Providing adequate space conducive to learning
 - Ensuring that they are provided by competent, well-trained teachers

Implementing:

- Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data)

Expanding:

- Establish protocols to ensure consistent progress monitoring, data collection, and reporting
- Ensure adequate time for planning and implementing interventions
- Monitor student movement between T1 and T2
- Provide sufficient resources (time, training cost, materials and implementation of interventions)

Sustaining:

- Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs
- Encourage the use of technology to ensure proactive communication between students and teachers, parents and teachers, e.g., cell phones, texting, email
- Use technology to track and endure the movement of students between T1 and T2 based on response to interventions

D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly

Toombs 9-12 Literacy Plan 2013

To ensure that the school is in compliance and best serving students, the SST should seek to implement with fidelity the RTI process and Tier 3 needs a protocol to determine any hindrances to student progress (What, p12)

Planning:

- In addition to everything that occurs at T1 and T2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) meet to:
 - Discuss students in T3 who fail to respond to intervention
 - Receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance
 - Verify implementation of proven interventions
 - Ensure that interventionist has maintained fidelity to intervention protocol prior to referral

Implementing:

- T3 SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points

Expanding:

- Teachers consistently provide research-validated interventions designed to meet individual student's needs
- Ensure that T3 includes proven interventions that address behavior

Sustaining:

- Continue to ensure that:
 - Students move into and out of T2 and T3
 - Data is used to support response to intervention
 - Schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions.

E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or instructional based upon students' inability to access the CCGPS any other way

Tier 4 is the special education population and all efforts should be made to create, where feasible, least restrictive environments (What, p12). Further, the school needs its most talented teachers working with special education, ESOL, and gifted students and have those teachers supported in professional learning communities to align the courses to the assigned standards (What, p13)

Planning:

- School schedules are developed to ensure least restrictive environment (LRE)
- Ensure that building and system administrators are familiar with funding formulas affecting students in special programming

Implementing:

Toombs 9-12 Literacy Plan 2013

- Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs (i.e., best Math II teacher teams with best special education teacher for team-taught instruction)
- Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings

Expanding:

- IEP teams include key members required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor Standards
- Special education, EL, or gifted case managers meet plan and discuss students' progress regularly with general education teachers

Sustaining:

- Support data for the exit of students from T4.
- Ensure a system of checks and balances to monitor fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance

Building Block 6. Improved Instruction through Professional Learning

A. Action: Ensure that preservice education prepares new teachers for all the challenges of the classroom

New teachers participate in the Toombs County New Teacher Orientation program prior to the start of the new school year. They are also assigned a mentor teacher who assists with instructional needs and curriculum development throughout the year to promote new teacher success.

Planning:

- Revise teacher preparation and training standards to include coursework in disciplinary literacy for pre-service teachers in all subject areas

Implementing:

- Support institutions of higher education to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy

Expanding:

- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy

Sustaining:

- Continue to monitor and support the integration of disciplinary literacy

B. Action: Provide professional learning for in-service personnel

Toombs 9-12 Literacy Plan 2013

Consistent and current professional learning to promote instructional strategies and delivery methods that develop student literacy are crucial at Toombs County High School to assist teachers in honing their craft.

Planning:

- Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice
- Use teacher data (surveys and interest inventories; teacher observations) as well as student data to target professional learning needs
- Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs
- Hire an instructional coach to provide site-based support for staff
- Provide training in administering and interpreting results of assessments in terms of literacy

Implementing:

- Provide targeted professional learning on the CCGPS based on student and teacher needs
- Meet in collaborative teams (include pre-service teachers currently working within the school) to support teachers in using literacy strategies effectively
- Provide opportunities for teachers to practice techniques in non-threatening situations
- Use checklists when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning
- Develop a list of sites for an online professional library that includes research-based books, journals, magazines, videos, etc. that teachers can readily access for professional growth

Expanding:

- Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations
- Partner experienced teachers with pre-service and beginning teachers
- Use formal and informal observations to monitor and improve literacy instruction
- Use classroom observations (or videotaping) to identify and support individual teachers with follow-up coaching, conferencing, and mentoring
- Continue program-specific professional learning each year for new and experienced teachers
- Encourage all teachers to share information learned at professional learning sessions

Sustaining:

- Analyze student data to evaluate the effectiveness of current professional learning on student mastery of CCGPS in all subgroups
- Ensure that new personnel receive vital professional learning from earlier years
- Continue to encourage “professional talk” among staff and provide time for discussions

Needs Assessment, Concerns, Root Cause Analysis

a. Description of the Needs Assessment Process

Toombs County High School has undergone a comprehensive needs assessment to identify and prioritize gaps in school achievement. This process has produced a comprehensive picture of strengths and weaknesses that can be developed to improve student work and meet and exceed established academic standards. The needs assessment will help establish priorities, plan improvements, and allocate funds and available resources. Students, parents, teachers, support staff, community members, and administrators have been engaged in the process of completing the needs assessment.

The following summary was compiled by the leadership team of Toombs County High School.

Data Collection

The Leadership Team at TCHS that functions as the school literacy team at the school meets on a regular basis to collect, share, and analyze information related to school improvement, student achievement, student safety, and professional learning. Information is shared with the faculty and information is also disseminated back from the faculty to promote school goals. The types of data shared include:

- Standardized assessment results
- Benchmark results
- Classroom data
- Classroom observation
- Comparative state data
- Survey of faculty, staff, parents and the community
- First hand reports

Examination of Data

Toombs County High School collects and analyzes data to share with the faculty and staff members. An instructional coach supports this mission under the guidance of the school's administration.

Identification of School Targets and Strategies

Schools plans target specific areas of need and areas of improvement based on assessed needs.

Professional Learning

The needs assessment process drives the selection and implementation of professional learning. Professional learning is delivered online, onsite, via conferences, workshops, and symposiums.

Evaluating Literacy and Improvement Plan

Toombs County High School uses assessment data, observations, evaluations, walkthroughs, and PLCs, including documentation of aforesaid through evaluations, notes, and minutes.

b./c. Ascertained Areas of Concern from Needs Assessment Process

All members of PLCs, including teachers, paraprofessionals, and administrators were involved in completing a needs assessment survey. The survey was developed by the Toombs County Instructional Coach PLC team. The survey included areas of curriculum, professional learning, and technology, as well as current status and needs. In addition, the Leadership Team completed the Georgia Literacy Plan Needs Assessment Rubric to provide guidance for the setting of goals and objectives. This survey and rubric identified that the literacy curriculum can be expanded and enhanced to better achieve CCGPS goals. Teachers are working diligently to prepare lessons for the CCGPS but need additional tools and support to assist in more effective implementation. Professional learning, technology equipment and services, and print resources were identified by the assessment process to be vital to improving implementation of the curriculum.

d. Participants in Needs Assessment Process

The needs assessment process included the following teachers and staff of Toombs County High School:

- Teachers
 - Counselors - 2
 - CTAE - 7
 - English - 6
 - Fine Arts – 2
 - Foreign Language – 2
 - Instructional Coordinator - 1
 - Mathematics - 6
 - Media - 1
 - Physical Education - 5
 - Science - 4
 - Social Studies - 5
 - Special Education - 9
- Paraprofessionals – 1
- Administrators - 4

e. Concern Groups Disaggregated from Needs Assessment

Many students experience challenges in reading and writing at grade level, both on origination from middle school and throughout high school. TCHS struggles to increase the score on state mandated writing assessment, the GHSWT, particularly for the Black, Hispanic, Economically Disadvantaged, and SWD subgroups. In addition to assisting struggling students, the data indicates a strong need to increase the number of students who attain the “exceed” category on standardized testing. Multiple references in the process were indicative for support to increase gifted and advanced student access to suitable challenging materials, which was seen as a need area. The results of the process

also included the need for more focused literacy instruction supported by technology in the math, science, and social studies content areas for students in those contents to compliment ELA instruction.

f. Concerns related to the “What”

Literacy is crucial to success measured by graduation rate. This is a concern for all student groups, including our subgroups such as Hispanic/non-white, black, economically disadvantaged, and special education students. The following areas from the “What” are of special concern to all content areas.

Area of Concern	“What” Building Block
Instructional strategies implementation	1,4,6
Promotion of self directed learning	1,4
Writing skill development	1,3,4
Availability and implementation of technology	1,2,4
Professional learning	1-6
Remediation and enrichment opportunities	3,5

Instructional strategies implementation is of concern to our school because the ability to share content within the context of skill development plays a crucial role in promoting the ability of students to critically analyze information and apply skills to a developing knowledge base. Reading and communication of information is essential for student success beyond high school. Therefore, all areas see the need to better develop student skills. The increased and more effective implementation of research based instructional strategies will yield positive student learning results.

As student skills are enhanced, the promotion of self directed learning is an accompanying necessary skill. Creating learning environments where the relevance of content and skill development is appreciated by students is essential for student success. To become self-directed, student motivation must be developed. The development of enhanced teacher skills in identifying methods to demonstrate relevance and engage students is necessary to promote life long literacy skills that are adaptable and relevant to students.

In successful employment, writing skills often become essential in creating documentation of work accomplished and problems addressed. The development of writing skills is also essential to school assessment success, such as the Georgia High School Writing Test. Just as the English department works toward better and more coordinated instruction in writing and promotes a more consistent systemwide approach to writing, all content areas must continually develop skills to improve writing styles for communicating content and ideas. Writing encompasses a wide range of information presentation styles, including succinct presentation formats, essays, research papers, lab reports, and other writing styles that communicate information to an audience.

The availability and implementation of technology for students and teachers is challenging in tough economic times. However, technology in the learning environment is crucial because students will encounter technology in the workplace and need experience in integrating, utilizing, and adapting to a variety of technology types. Technology for learning and literacy is not consistent throughout classrooms of TCHS. The goal to provide balanced experiences is noteworthy. The acquisition and implementation of technology must be accompanied by appropriate professional development to ensure its effective implementation.

As has been demonstrated, the implementation of initiatives, technology, strategies, and methods must be accompanied by professional learning. Consistent and continual development of instructional skills needs to be a priority for Toombs County High School staff. The more skilled the staff is at implementing protocols, plans, strategies, technologies, and programs, the better the learning experience is for students. Challenging economic times have drastically influenced the availability of the professional learning.

As the instructional strategies, student motivation, writing, and technology are improved, the results will be transferred to instruction that more effectively provide remediation and enrichment opportunities that are critical to student success. Within remediation needs, students who are struggling require focused attention from trained and equipped staff to construct and reinforce weak areas of ability. Those students who have quickly mastered skills and content also need the technology and instruction to move beyond baseline expectations to higher levels of achievement, communication, and literacy, both cultural and skill based.

Analysis and Identification of Student and Teacher Data

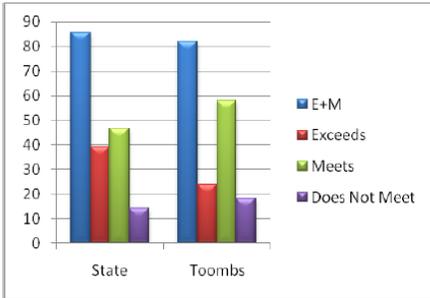
a/b. Student Data – EOCT, Graduation, and GHSWT Data, including disaggregation by subgroup and progression over time

	11 th Grade – GHSWT – Writing Assessment Fall Administration % Passing		
	2013	2012	2011
Overall	86	87	81
SWD	35	53	16
Female	88	89	89
Male	83	84	72
Black	68	78	71
Hispanic	78	90	80
White	93	89	83
First Time Test Takers	89	87	82

EOCT Data

9th Grade Lit/Comp

Spring 2013 Results



Three Year Trend

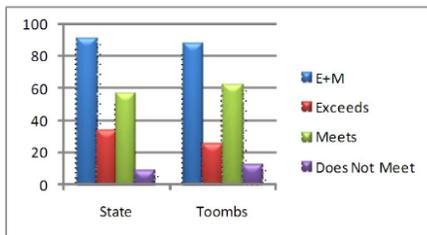


<u>9th Grade Lit/Comp</u>	427	437
<u>DOMAIN</u>	<u>TCHS</u>	<u>State</u>
Reading (23)	14.7 (63.9%)	15.9 (69.1%)
Speaking & Listening (17)	13.0 (76.5%)	13.8 (81.1%)
Writing (14)	8.1 (57.9%)	9.1 (65.0%)
Language (14)	9.8 (70.0%)	10.1 (72.1%)

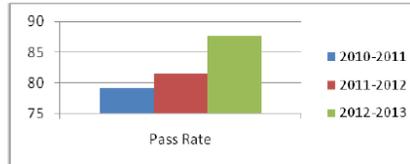
Toombs County High School	9 th Lit	
	Year % PL2 + PL 3	RESA Ranking
2012-2013	81.9%	12
2011-2012	83.6%	6
2010-2011	83.7%	5

11th Grade American Lit/Comp

Spring 2013 Results



Three Year Trend



<u>American Lit/Comp</u>	11 th Grade	429	437
<u>DOMAIN</u>		<u>TCHS</u>	<u>State</u>
Reading (Literary & Informational)(26)		17.3 (66.5%)	18.5 (71.2%)
Speaking & Listening (14)		11.1 (79.3%)	11.5 (82.1%)
Writing (14)		7.6 (54.3%)	8.5 (60.7%)
Language (14)		9.3 (66.4%)	9.6 (68.6%)

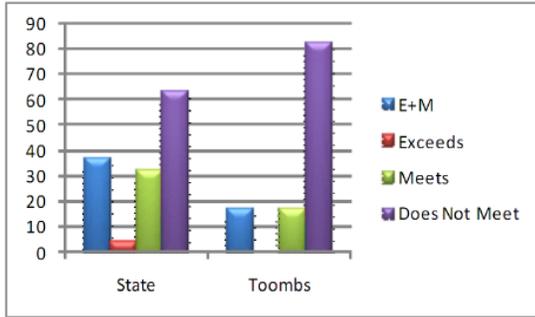
Toombs County High School	American Lit/Comp	
	Year % PL2 + PL 3	RESA Ranking
2012-2013	87.6%	14
2011-2012	81.5%	16
2010-2011	79.2%	17

ELA SUMMARY

Spring	9 th Grade Literature			American Literature		
	2013	2012	2011	2013	2012	2011
Overall	82	84	84	88	82	81
SWD	22	41	26	33	25	40
Female	87	90	87	90	86	88
Male	77	78	81	85	76	76
Black	70	71	81	88	69	75
His-	77	79	79	85	93	80
White	89	89	86	89	82	83

Coordinate Algebra

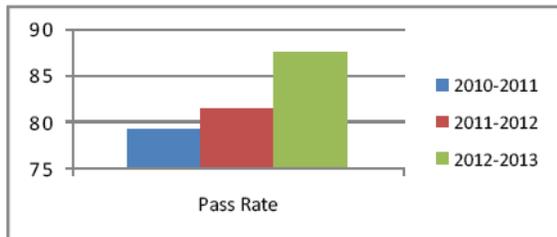
Spring 2013



<u>Coordinate Algebra</u>	379	391
<u>DOMAIN</u>	TCHS	State
Algebra & Functions (inc # & quan) (27)	9.8 (36.3%)	11.8 (43.7%)
Geometry (16)	7.8 (48.8%)	8.7 (54.4%)
Statistics & Probability (11)	5.0 (45.4%)	5.8 (52.7%)

Toombs County High School	Coor Alg		Math 2	
	Year % PL2 + PL 3	RESA Ranking	Year % PL2 + PL 3	RESA Ranking
2012-2013	17.5%	17	44.6%	15
2011-2012	61.7% (MATH I)	9	54.6%	13
2010-2011	52.9% (Math I)	12	53.5%	11

Math II Three Year Trend

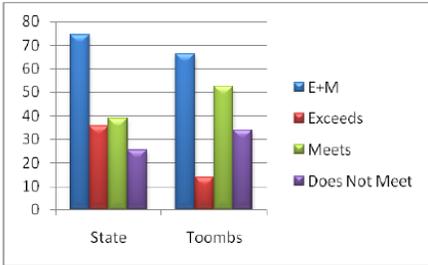


Mathematics SUMMARY

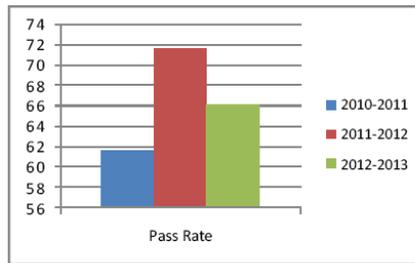
Spring	Coordinate Algebra			Math II		
	2013	2012	2011	2013	2012	2011
Overall	17	New Course Did not exist		45	55	53
SWD	0			9	18	14
Female	18			51	57	59
Male	17			39	52	47
Black	2			24	40	31
His-	19			35	46	63
White	21			55	64	57

Biology

Spring Spring 2013



Three Year Trend

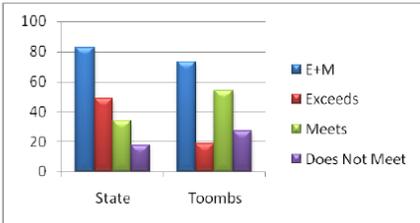


<u>Biology</u>	413	431		
DOMAIN	TCHS	State		
Cells (12)	5.3 (44.2%)	6.6 (55.0%)		
Organisms (12)	6.4 (53.3%)	7.4 (61.7%)		
Genetics (17)	9.2 (54.1%)	11.0 (64.7%)		
Ecology (17)	10.0 (58.8%)	11.1 (65.3%)		
Evolution (10)	6.0 (60.0%)	6.4 (64.0%)		

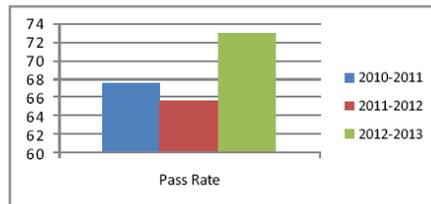
Toombs County High School	Bio	
	Year % PL2 + PL 3	RESA Ranking
2012-2013	66.1%	12
2011-2012	71.6%	8
2010-2011	61.6%	14

Physical Science

Spring 2013



Three Year Trend



<u>Physical Science</u>	417	449		
DOMAIN	TCHS	State		
Chem: Atomic/Nuc Thr & Periodic Table (17)	8.7 (51.2%)	10.3 (60.6%)		
Chem: Reactions & Properties of Matter (17)	7.7 (45.3%)	10.1 (59.4%)		
Physics: Energy, Force & Motion (17)	8.8 (51.8%)	10.2 (60.0%)		
Physics: Waves, Electricity, & Magnetism (17)	9.0 (52.9%)	10.4 (61.2%)		

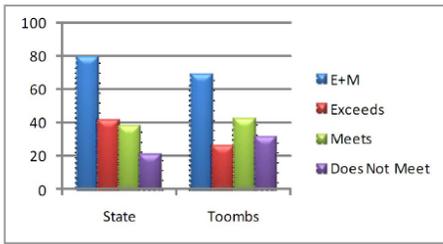
Toombs County High School	PhySci	
	Year % PL2 + PL 3	RESA Ranking
2012-2013	72.9%	17
2011-2012	65.6%	17
2010-2011	67.5%	15

Science SUMMARY

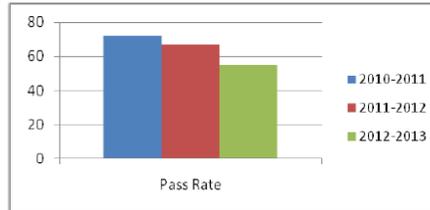
Spring	Physical Science			Biology		
	2013	2012	2011	2013	2012	2011
Overall	73	66	68	66	72	62
SWD	21	28	24	30	-	30
Female	73	67	65	67	64	64
Male	73	64	72	66	80	61
Black	60	52	45	50		48
His-	74	63	85	58	56	53
White	78	74	69	77	82	74

Economics

Spring 2013



Three Year Trend

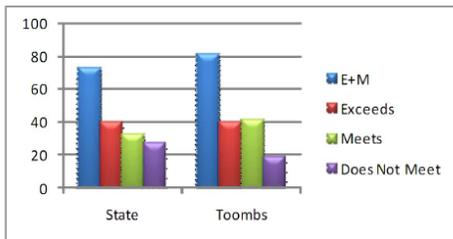


<u>Economics</u>	12 th Grade	421	438
<u>DOMAIN</u>	TCHS	State	
Fundamental Economic Concepts (14)	7.0 (50.0%)	8.4 (60.0%)	
Microeconomics Concepts (15)	9.1 (60.7%)	9.8 (65.3%)	
Macroeconomic Concepts (14)	7.5 (53.6%)	8.6 (61.4%)	
International Economics (12)	6.5 (54.2%)	7.5 (62.5%)	
Personal Finance Economics (13)	8.7 (66.9%)	9.1 (70.0%)	

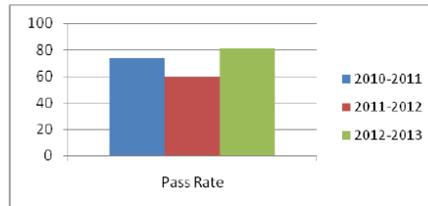
Toombs County High School	Econ	
	Year % PL2 + PL 3	RESA Ranking
2012-2013	55.0%	17
2011-2012	66.9%	13
2010-2011	72.1%	6

United States History

Spring 2013



Three Year Trend



<u>United States History</u>	11 th Grade	437	435
<u>DOMAIN</u>	TCHS	State	
Colonization through the Constitution (13)	8.1 (62.3%)	8.1 (62.3%)	
New Republic through Reconstruction (13)	8.8 (67.7%)	9.1 (70.0%)	
Industrialization, Reform, & Imperialism (11)	7.5 (68.2%)	7.3 (66.4%)	
Establishment as a World Power (16)	11.1 (69.4%)	11.0 (68.8%)	
Modern Era (15)	10.5 (70.0%)	9.8 (65.3%)	

Toombs County High School	USH	
	Year % PL2 + PL 3	RESA Ranking
2012-2013	80.9%	5
2011-2012	59.1%	13
2010-2011	73.6%	3

Social Studies SUMMARY

Spring	Economics			US History		
	2013	2012	2011	2013	2012	2011
Overall	69	84	76	81	59	74
SWD	--	--	--	30	24	42
Female	74	81	75	79	60	73
Male	61	88	78	83	58	75
Black	--	--	46	66	40	48
His-	75	80	80	86	53	77
White	67	86	84	85	66	80

Graduation Rate & Retention Rates

TCHS Graduation Rate	
2012	69.1%
2011	73.5%
2010	74.5%

Retained Students (10/20/12 FTE data)		
Grade	Enrollment	Retained
9	237	20(8.4%)
10	215	18(8.4%)
11	180	6(3.2%)
12	155	4(2.6%)

c. Strengths and weaknesses based on prescribed assessments

The stakeholders at Toombs County High School celebrate areas of improvement, seek to build on areas of stability, and constantly explore areas of improvement for strategies and resources to improve student learning outcomes. Literacy is a priority because as our instructional coach always reiterates, at their base, “all tests are reading tests”. Seeking to achieve CCGPS expectations, improving the TCHS CCRPI score, and providing students with a foundation of literacy skills across the curriculum to ensure success in the ever evolving world are priorities for our school. Within the confines and beyond the scope of our school improvement plan, technology and additional resources would assist in a variety of ways in TCHS classrooms. Disparities are seen in a variety of content subgroups. Several EOCTs are stagnant. Within the goal of all students achieving and exceeding baseline standards for learning, a consistent gap exists that could be narrowed with focused attribution of resources to literacy needs.

d. Data for all teachers, including CTAE, Special Education, and media

		Administrators	Support Personnel Counselors, Media, CTAE coordinator, Instructional Coordinator	Teachers
Positions	Number	3	5	47
Personnel	Full-Time	3	4	43
	Part Time	0	1	4
Gender	Female	2	4	24
	Male	1	1	23
Certificate Level	Bachelor's	0	0	17
	Master's	0	0	23
	Specialist	1	5	6
	Doctoral	2	0	1
Race/ Ethnicity	Black	1	0	6
	Hispanic	0	0	0
	White	2	5	41
Years Experience	<1	0	0	3
	1-10	0	2	16
	11-20	2	2	16
	21-30	0	1	12
	>30	1	0	0

e. Teacher Retention

The TCHS faculty has experienced some fluctuations due to retirements, transfers, and other reasons. From 2011-2012, the teacher retention rate was 93%. From 2012-2013, the teacher retention rate was 80%.

f. Develops goals and objectives based on formative and summative assessments

Goals	Objectives
<ul style="list-style-type: none"> • Increase overall performance on EOCTs and GHSWT • Increase teacher understanding of selection and implementation of interventions and differentiation aligned to student needs • Increase student and teacher access to multiple literacy development resources via technology • Increase curriculum rigor and improve critical thinking skills • Increase understanding and involvement of all stakeholders in the importance, benefits and relevance of literacy across all content areas • Increase graduation rate and students who are College and Career Ready 	<ul style="list-style-type: none"> • Integrate literacy strategies and skill instruction across all content area • Provide professional development to align content, student need/ability, and expectations • Provide multiple avenues to access materials to supplement content/resources via technology • Develop student and teacher access to increased application and problem solving materials • Promote and distribute information regarding student success and literacy importance across the curriculum • Focus on CCRPI indicators to improve student success

g. District prescribed data

In addition to state mandated assessments, TCHS uses a variety of data sources to analyze student learning. Teachers administer classroom based, content consistent benchmarks and assessments to assist in making instructional decisions to ensure student readiness. The use of formative and summative assessment to monitor student progress is formalized through the school’s grading policies. Teachers also access the SLDS to track students’ vertical progress in addition to current coursework measurements.

h. Professional Development, PLCs, and on-going professional learning at schools

All teachers at TCHS participate in content-specific, professional learning communities. In addition, a plethora of training opportunities are provided and coordinated through the central office and by the school’s instructional coach. Teachers are surveyed about the specific professional learning needs. The coordination of professional learning results in teachers having the opportunity to hone their skills. However, this area is in need of development to increase the literacy focus and access to content relevant training.

Project Plan, Procedures, Goals, Objectives, and Support

a. Project goals directly related to the identified needs

Goals	
1	Increase Toombs County High School student literacy by improvements in instructional practices
2	Provide access to formative and summative assessments data to inform instructional decisions with regard to instructional methods, remediation, and enrichment
3	Produce College and Career ready students by providing standards based and aligned curricula as defined by the Georgia Board of Education
4	Provide appropriate, contemporary technology, including presentation tools, assistive enhancement and electronic sources to facilitate literacy instruction in all contents.
5	Provide access to professional developments that are high quality for improvement of skills with regard to instructional practices/methods, assessment/data analysis, materials selection/implementation, and integration of technology.

b. Project objectives that relate to implementing the goals identified

Objective	
1	The SRCL will equip all classrooms with appropriate literacy materials to enhance student success.
2	The SRCL will equip all classrooms with needed technology to support literacy development.
3	The SRCL grant will provide professional development opportunities to support faculty and staff in implementing chosen literacy programs.
4	Administrators and Instructional Coordinator will conduct observations and walk-throughs to monitor curriculum implementation.
5	Classrooms and the media center will be supplied with up to date print materials, access to e-texts, and additional resources for research and literacy development.
6	Teachers will use a variety of classroom assessment to make instruction adjustments for meeting student needs and evaluating effectiveness of instruction.

c. Goals and objectives are measurable either formatively or summatively

Methods of measurement for SRCL grant goals and objective

Formative	Summative
Documentation of teachers actively participating in professional learning	Disaggregation of EOCT data by subgroups

Determine the percent of teachers who are implementing standard based instruction and strategies based on observations and walk-throughs	Writing test data
Progress monitoring results	Graduation rate data
Benchmark assessments	
Tier2-4 analysis for student placements	
Literacy needs assessment	
Observation to indicate that teachers are implementing technology to increase student motivation and active participation	
Practice writing test	

d. Shows that students in high school receive 2-4 hours through the content areas

TCHS requires every class to provide 2-4 hours of literacy instruction in the content areas.

e. The application provides the RTI model.

Toombs County High School currently operates under a seven period day schedule with each class lasting approximately fifty-five minutes. Students are scheduled for core academics, career pathways, and electives according to county and state requirements. Students meet for a thirty minute advisement period, once per week. During this time, students can receive direction and counsel from a faculty advisor and seek additional remediation or enrichment in their academic subjects. Many struggling math students, some of which may be hindered by poor reading skills, receive remediation via daily support classes. Students also have access to resources such as: USA TestPrep, CCGPS/GPS tasks, Georgia Online Assessment practice, school wide shared internet access, supplemental texts, and periodic workshops to increase their skill levels in various content domains.

TCHS Tiered Intervention Schedule		
	Instructional Time	Strategies
Tier II	Support Class, Advisement	Remedial education and study skills for reading and math
Tier III	Support Class, Advisement	Individualized reading and math interventions
Tier IV	Entire Instructional Day	Individualized Education Plan (IEP)

f. The application is inclusive of all teachers and students (where relevant) in the school

All teachers and students will benefit from the SRCL grant and are included in the process of reaching school goals and objectives. All teachers will participate in professional learning and implement research based strategies that promote student engagement. All students will have access to high quality instructional resources to help them improve literacy in all content areas. School administrators will monitor and provide professional feedback to teachers, as needed.

g. Considers practices already in place when determining goals and objectives

The following practices are in place at TCHS and informed the goal and objective setting:

formative and summative assessments, PLCs, walkthroughs/observations, professional learning experiences, RTI, and the Leadership/Literacy Team.

h. Goals to be fund with other sources

Goals	Other Funding Sources
Continued RTI – 4-tier	Title VI
Departmental PLCs	State Staff Development Funds
Current Remedial Programs	REP and Title VI
New staff and beginning teacher support	Title IIA

i. Detail a sample schedule by grade level indicating a tiered instruction schedule with appropriate interventions

Toombs County High School Sample Student Schedules				
	9 th Grade Student	10 th Grade Student	11 th Grade Student	12 th Grade Student
755-855	9 th Literature - Inclusion	Basic Agriculture	Horticulture	Economics/PE
900-955	Civic/Govt & Freshman Focus	Biology	Math III	Psychology
1000-1055	Coordinate Algebra - Inclusion	Analytic Geometry Support	Chemistry	Math IV
1100-1155	Physical Science	10 th Literature - Inclusion	Chorus	British Literature - Inclusions
1155-1225	Lunch	Lunch	Lunch	Lunch
1230-0125	Coordinate	Analytic	American	Environmental

	Algebra Support	Geometry	Literature - Inclusion	Science
0130-0225	PE/Health	Weight Lifting	US History	Food/Nutrition
0230-0325	Intro to Business	World History	Math III Support	Work Based Learning

Class times throughout the schedule are equivalent. Tiered instruction is available and also supplemented by a once weekly advisement period. Literacy instruction should occur in all content areas, per school policy. Inclusion courses are utilized to support student learning. IEPs are met per legal requirements. Elective classes, offered in a variety of areas and multiple career pathways, are available from CTAE.

References the research based-practices in the “What” and “Why” document as a guide for establishing goals and objectives

TCHS will utilize district level staff, an instructional coach, administrators, and teachers to implement the SRCL goals and objectives. Classrooms will function as living laboratories of effective strategies and will be evaluated for effectiveness. The project goals are correlated with the “What” and “Why” document.

Research-Based Practices	Project Goals	Project Objectives	References to “What” Document (pg#)	References to “Why” Document (pg#)
Professional Learning Communities for all teachers to collaborate, share data, align curriculum, and plan for instruction	1,2,3,5	3	13	146
Instructional techniques that help motivate students and promote self sufficiency through self-directed learning	1,4,5	1,2,3,4,5	7-10	60,133
Text based collaborative learning strategies	1,5	1,2,3,5	7-10	68
Frequent use of writing in the classroom to extend and reinforce reading in all content areas	1	1,2,3,5	7-10	46,58,89
Utilize a diversity of texts, both in level and content	1,5	1,2,5	7-10	68,133
Appropriate Lexile levels in the classrooms and media center to support and enhance literacy instruction	1,3,5	1,2,3,5	9	50,115,155
Struggling readers supported through	1	1	10	161

increased after school time to extend reading instruction				
Diagnostic screening provided to those identified during screening processes	1,2,5	1,2,3	9	40,101
Frequent, ongoing progress monitoring of RTI for instruction through formative assessments	1,5	6	8-9	98,127
Data as a continual part of instructional planning and improvement	1,2,5	1,2	8-9	26,30,36
Administrators provide and support a clear school wide vision for data use	1,2,5	4	5	122
Differentiation thorough a variety of strategies	1,3,4,5	1,2,3,4	10	70,74
Shared common assessments and analysis of student work to guide instruction	1,2,5	6	8	135
Technology use enhanced production, publishing, and communication across the content areas.	1,4,5	1,2,3,5	10	77

Assessment/Data Analysis Plan

a. List of school's current assessment protocol

TCHS Current Assessment Protocol			
Assessment	Purpose	Skills	Frequency
CareerScope	Skill building	Vocational aptitude	1x/yr
MAZE	Progress Monitoring	Reading Comprehension	2x/month
AIMSweb	Progress Monitoring	Fluency	2x/month
AAIMS	Progress Monitoring	Mathematics	2x/month
EOCT	Outcome	Academic Content	1x/yr in state designated subject areas
ACCESS for ELLs	Screener	Language	1x/yr
GHSWT	Writing	Writing	11 th grade

The above listed assessments help determine the school's instructional strengths and weaknesses. As a result of data analysis, students can be identified and monitored. Strategies and methods utilized with students can then adjusted and more intervention can be implemented with the four-tier process. School progress is partially assessed through these measurements.

b. Comparison of current assessment protocol with the SRCL assessment plan

The primary assessment modification that would be essential to SRCL implementation would be the use of the Scholastic Reading Inventory (SRI). This would be possible for implementation with the SRCL grant funds.

c. Brief narrative detailing how the new assessments will be implemented into the current assessment schedule

The SRI could easily be integrated into each grade level via a frequency of two times per year (1x/semester) within the current scheduling confines. This would necessitate training for administrators, teachers and counselors. SRCL grant funds would be needed to implement this training.

d. Brief narrative detailing current assessments that might be discontinued as a result of the implementation of SRCL

No current assessment would be deleted because the results of SRI would not supersede or duplicate any existing major assessments.

e. List of professional learning needs that teacher will need to implement any new assessments

SRI training would be essential for successful implementation. Data analysis for the SRI testing data would be necessary to assist teachers in making informed instructional decisions based on testing results.

f. Brief narrative of how data is presented to parents and stakeholders

Parent conferences and IEP meetings present data sharing opportunities, including data from relevant listed assessments. Progress reports, report cards, open houses, parent nights, Parent Portal grade site, school websites, and individual teacher parent contacts also provide opportunities to share data with parents.

Local media is provided access to state testing data for dissemination to the community. Additionally board meetings, school council meetings, and the school/system website all function to continue to provide the community stakeholders full access to appropriate data on school progress.

g. Description of how the data will be used to develop instructional strategies as well as determine material and need

The Leadership/Literacy team will examine data to develop strategies and policies that promote quality instruction and address needs in a timely manner. The Leadership/Literacy team will gather data to identify material needs and training needs for professional development. Teachers will examine their formative and summative data to identify trends and will share within their PLCs to adjust instruction as appropriate. Potential professional learning needs include:

Professional Learning at Toombs County High School	
Topic	Delivery Method
Common Core GPS – ELA	Face-to-face; webinars
Common Core GPS – Math	Face-to-face; webinars
Common Core GPS Support – Social Studies, Science	Face-to-face
Georgia Online Assessment System	Face-to-face
Georgia SLDS	Face-to-face

Assessment/Data Analysis Plan

Benchmarking	Face-to-face
Common Writing Plan	Face-to-face
Use of technology to support literacy instruction	Face-to-face

Additional needed Professional Learning identified by the needs assessment, include: motivation and engagement strategies; strategies for struggling readers; vocabulary instructional techniques; content related literacy implementation; and assessment strategies (i.e. GaFIP).

h. Plan detailing who will perform assessments and how it will be accomplished

All members of the TCHS community are involved in the performance of assessment, including: administrators, counselors, the instructional coach, the testing coordinator, intervention specialists, and teachers. The process is continual. Assessments are given based on predetermined schedules and based on identified needs or IEP. All tests are scheduled, as possible, to minimally impact instructional time.

Resources, Strategies, & Materials

a. List of needed resources to implement the literacy plan including student engagement

- Wireless technology consisting of laptops, tablets, and/or hybrid devices
- E-texts and e-text readers to replace textbook and book usage as appropriate
- Hard-wired interactive boards and comparable devices for all non-equipped classrooms
- Ceiling-mounted projectors, document cameras, and multimedia equipment to support literacy activities
- Student response system for assessing student understanding
- Printers – standard, color laser, and large scale (color/B&W)
- Print and electronic books for all content areas, including fiction, nonfiction, and informational formats
- Print books for the media center, including fiction, nonfiction, and informational formats
- Books and resources to support professional learning opportunities

b. List of activities that support literacy intervention programs

- A universal screener (SRI) to identify students for literacy interventions
- Schedule learning opportunities for intervention through remediation
- Continued Response to Intervention 4-tiered model implementation
- Provide opportunities for successful transition to high school via school counselors.

c. List of shared resources available within the current building

- One dedicated computer lab for entire school with 32 units (inadequate for many classes due to enrollment)
- One part-time school wide computer lab with 23 units (inadequate for many classes due to enrollment)
- Novels
- Laptops (limited availability of 25 units)
- Science equipment
- 3 mobile interactive boards (mostly nonfunctional)

d. General list of library resources or of the library as equipped

- Fiction and nonfiction books

- Magazines
- 24 computers for student use (inadequate for many classes due to enrollment)

e. List of activities that support classroom practices

- Professional learning for teachers and administrators that support research based practices via content area.
- Professional learning for teachers and administrators that support the implementation of technology to support standard based instruction and increase student motivation
- Professional Learning Communities for collaboration and planning that demonstrates the use of best practices
- Lesson design that promotes literacy in all content areas by the use of technology, both collaboration and self initiated.
- Use of variety of media, print and non-print, to engage students in meeting standards
- Use of variety of texts that appropriate based on student ability and text complexity and content appropriateness.
- Student use of a variety of technology based applications and devices to develop skills that transfer throughout high school and to the college and career environments
- Instructional coaching on a regular basis to provide support structures for teachers as they implement plans, programs, technologies, and strategies enrollment

f. List of additional strategies need to support student success

- Remediation and academic tutoring during advisement periods, summer or after school for students who need additional support in literacy
- Increased writing in all content areas that is guided with standardized, school wide expectations for quality

g. General list of current classroom resources for each classroom in the school.

- Curriculum guides, standards, instructional units, and common assessments
- Textbooks (with the exception of Math)
- Novels
- Interactive boards (Mimio's in math classroom and not permanently mounted for quality)
- One teacher computer

h. Clear alignment plan for SRCL and all other funding

Area	Strategies	Funding
Classroom Resources	<ul style="list-style-type: none"> • Access to classroom libraries with a variety of text resources • Use materials for targeted students • Implementation of engaging lessons that use available technology for collaborative learning and writing utilizing available texts 	SRCL, Title I (beginning 2014), Title VI, IDEA
Professional Learning	<ul style="list-style-type: none"> • Training to help struggling readers • Differentiation training • Lesson development to promote literacy in the content area • Disaggregation of assessment data • Implementation of technology to train teachers to better motivate students 	SRCL, Title I (beginning 2014), Title IIA, Professional Learning resources; Title VI, IDEA
Technology	<ul style="list-style-type: none"> • Promote program for assessment and literacy development that improve student 	SRCL, Title I (beginning 2014), Title VI, IDEA

	<p>achievement</p> <ul style="list-style-type: none"> • Provide better teacher access to resources available online • Provide better access for students to engage literacy driven materials in all content areas. • Provide essential tools to access research and information that is necessary to enhance writing. 	
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i. Demonstration of how any proposed technology purchases support RTI, student engagement, instructional practices, writing, etc.

RTI

- Utilize software and remediation resources to address identified weaknesses
- Track progress through regular monitoring
- Provide counseling to students to promote student interest and engagement

Student Engagement

- Utilize software, programs, activities, and strategies that promote student engagement and differentiate based on individualized instruction
- Regularly assess students for content mastery

Instructional Practices

- Regularly integrate technology within lesson plans, utilizing provided resources and application that promote active, engaged student learning.
- Model and support student production of products that demonstrate critical thinking and sound research based strategies to encourage literacy
- Promote literacy assessment that assists teachers in individualizing student learning
- Provide and implement technology to encourage access to materials to promote literacy

Writing

- Encourage open ended response questioning of students in formative and summative assessments to assess writing skills development
- Ensure that all genres of writing are implemented throughout the school through a series of school wide expectations of writing implementation for narrative, persuasive, informational, descriptive, and expository
- Increase technology access for students to increase opportunities for student writing

Professional Learning Strategies Identified on the Basis of Documented Need

- a. Table of professional learning activities for the past year
- b. Percent of staff attending the professional learning experiences

Toombs County High School Professional Learning FY2013		
Topic	# of Teachers	%Staff Attending
Unit Design Training	28	51
Plant Hatch Teacher Workshop	2	4
Criteria for Unit Assessment/Math Instructional Planning	4	7
Toombs County Data Retreat	6	10
Science Instructional Unit Planning	2	4
Georgia EOCT Content/Data Review	3	5
Promoting Engagement through Literacy	4	7
AP Summer Institute - Chemistry	1	2
AP Summer Institute – U.S. History	1	2
AP Summer Institute – World History	1	2
IEP Update Trainings	7	13
ELA – CCCGPS Unit Planning	5	9
Literacy in CTAE – Strategies for Integrating the CC Literacy Standards	2	4
Math 9-12 Curriculum Writing/CCGPS Implementation	6	11
My Big Campus Training	1	2
Content Literacy - SPepper	1	2
Title I – Migrant Resources	1	2
Vizitech Training	2	4
CCGPS Administrators Training	1	2
Camino Core Team	1	2
CCRPT for Administrators	1	2
Differentiation in the Content	1	2
Math Instruction with SWD focus	2	4
Transition Planning the Right Way	1	2
CTI Leadership Conference/Meetings	1	2
WBL Regional Meeting	1	2
Strategies to Successfully Implement CCGPS	4	7
Mathematics Design Collaborative	3	5
National Science Teachers Association – Area Conference	1	2
Literacy Design Collaborative	2	4
Literacy Training with MAKins	2	4
ESOL Certification Courses	2	4

PAGE STAR Teacher Leader Institute	1	2
GVATA Summer Conferences	2	4
Georgia Real Enterprises REAL Institute	1	2
CTAE Boot Camp – Into to Business and Technology	1	2
Cyber Safety	1	2
Grant Writing	1	2

All faculty and staff were/are expected to redeliver offsite content to relevant parties in-building.

c. List of on-going professional learning

Toombs County High School On-Going Professional Learning	
Topic	Method of Delivery
Coordinate Algebra/Analytic Geometry Training	Face to Face
CTAE New course developments	Face-to-Face; Webinars
CCGPS	Face-to-Face; Webinars
SLOs Implementation	Face-to-Face
Formative Instructional Practices	Face to Face; Video based delivery
Professional Learning Communities – both content specific, and special topics	Face to Face
Differentiated Instruction	Face to Face during PLCs
Georgia Online Assessment System	Face to Face during PLCs; webinars
Georgia Student Longitudinal Data System resources	Face to Face during PLCs
Writing and Literacy issues	Face to Face during PLCs

d. Programmatic professional learning needs identifies in the needs assessment

- Reading, comprehension, and vocabulary instructional strategies
- Motivation and engagement instructional strategies
- Remediation and enrichment methods for students
- Writing strategies
- Support for SPED and ELL students in literacy
- Walkthroughs with direct feedback and coaching for literacy instruction development
- Instructional Coach extended day and year to prepare and provide professional learning and implement the literacy activities for the grant as administrative costs.

e. Process for determining if professional development are adequate and effective.

The assessment of professional development was adequate will include the following:

- Analysis of student achievement data
- PLC reports of professional development events
- Walkthrough and observations to monitor professional learning implementation
- Individual reports back from attendees to professional learning

f. Alignment of professional learning plan to stated goals and objectives of the literacy plan

g. Method of measuring effective of professional learning that can be tied back to the goals and objectives

Professional Learning Plan		
Professional Learning Experience	Location in Literacy Plan	Measure of Effectiveness
New staff professional development to familiarize with: <ul style="list-style-type: none"> • CCGPS • PLC protocols • GA SLDS • GA Online Assessment System • Differentiated instruction 	1-A,C,E 4-A 6-B	<ul style="list-style-type: none"> • PLC documentation/ agendas/ minutes • Leadership/Literacy team documentation • Data analysis meetings
Implement CCGPS support, including webinars and face-to-face interactions	1-A,C,E 2-A,B 3-A,B 6-B	<ul style="list-style-type: none"> • PLC documentation/ agendas/ minutes • Units and lesson plans • Walkthroughs/observations • Leadership/Literacy team documentation • Graduation rate
Support professional development to master the use of student data	1-A,C,D 2-A 3-A,B 4-A 6-B	<ul style="list-style-type: none"> • PLC documentation/ agendas/ minutes • Data analysis meetings • Lesson plans
Protect collaborative learning times for planning and examination of student work and progress	1-A,C 5-A 6-B	<ul style="list-style-type: none"> • PLC documentation/ agendas/ minutes • Master schedule
Implement professional learning for research and data analysis through	3-D	<ul style="list-style-type: none"> • PLC documentation/

technology		<p>agendas/ minutes</p> <ul style="list-style-type: none"> • Unit and lesson plan technology use
Implement professional developments for literacy strategies and content knowledge	<p>1-A,C,E 2-A,B 3-D 4-A</p>	<ul style="list-style-type: none"> • PLC documentation/ agendas/ minutes • Walkthroughs and observations • Unit and lesson plans • Graduation rate
Encourage parents and guardian to access information to help promote student progress	2-C	<ul style="list-style-type: none"> • Agendas and sign in sheets • Feedback from parents and guardians
Support increased academic vocabulary and reading strategies implementation	<p>1-A,B 2-B 4-A 5-E 6-B</p>	<ul style="list-style-type: none"> • PLC documentation/ agendas/ minutes • Walkthroughs and observations • Unit and lesson plans • Graduation rate
Provide professional learning on the integration of the variety of text formats and styles within the content areas that result in written products and products that demonstrate synthesis and integration of knowledge	<p>1-A,C,E 2-B 3-D</p>	<ul style="list-style-type: none"> • PLC documentation/ agendas/ minutes • Walkthroughs and observations • Unit and lesson plans • Student work samples • Data analysis meetings • Graduation rate
Implement training on research based instructional strategies and rubrics that improve literacy across the curriculum	<p>1-A,C 2-B 4-A 6-B</p>	<ul style="list-style-type: none"> • PLC documentation/ agendas/ minutes • Walkthroughs and observations • Unit and lesson plans • Graduation rate
Implement professional learning with regard to assessment design and use	3-B	<ul style="list-style-type: none"> • PLC documentation/

		<p>agendas/ minutes</p> <ul style="list-style-type: none"> • Walkthroughs and observations • Unit plans • Graduation rate
Provide teachers and staff with SRI assessment training	4-A	<ul style="list-style-type: none"> • PLC documentation/ agendas/ minutes • Walkthroughs and • Graduation rate
Provide essential training on technologies (both soft and hard) that are utilized by students and teachers for the implantation of effective literacy instruction, including access to materials and communication of information, both accesses and teacher/student created.	1-A,C 2-C 3-D 6-B	<ul style="list-style-type: none"> • PLC documentation/ agendas/ minutes • Walkthroughs and observations • Unit and lesson plans • Student work samples • Graduation rate

All experiences will use www.comprehensivereadingsolutions.com as appropriate from the GaDoE.

Sustainability Plan

a. Moving protocols beyond the grant period.

The process of continuing progress brought about by grant funding will not end with the grant cycle itself. TCHS is committed to continued literacy achievement and progress for all students. The assessment processes, instructional strategies, skills attained through professional development, and use of the acquired technologies will allow TCHS to continue the process of enriching our literacy instruction throughout all content areas.

b. Developing community partnerships and seeking other funding sources for yearly costs

The Toombs County Schools Educational Foundation (TCSEF) and other area community partnerships are available to help sustain yearly costs. TCSEF is a newly formed and system supported foundation to build relationships with the community and provide financial support through mini-grants to maintain innovation in our classrooms. By harnessing the power of alumni, faculty, businesses, and parents this group, governed by a board of trustees, is a reliable way to invest in the schools through community support.

c. Sustaining, maintaining, and expanding beyond the life of the grant

This SRCL programs will be sustained, maintained and expanded beyond the life of the grant through the continuation of established PLCs, the work of our Instructional Coach (IC), and a committed leadership team. The PLCs will continue the work of expanding instructional strategies through research and shared professional learning. The IC will continue to support teachers in implementing grant supported programs and assist in acquiring and expanding school resources. The Leadership/Literacy team will be focused on school growth and improved outcomes.

d. Methods for replacement of print materials

The leadership/literacy team and department chairpersons will assist classroom teachers in assessing print material replacement needs and work to forward requests to appropriate central office personnel for inclusion in appropriate budgets.

e. Extending the professional learning beyond the life of the grant and to new staff

Teachers, the Instructional Coach, and the leadership/literacy team will be mindful of locating, promoting, funding, attending, and implementing appropriate professional development to further the goals of the SRCL grant. This will also be facilitated by the continuing of school

based PLCs. New teachers will participate in a mentoring program and participate in content and skill based appropriate PLCs.

f. Sustaining technology implemented with SRCL funds

The TCBoE Technology Coordinator will be responsible for coordinating purchases and maintenance of technologies selected by the high school Leadership/Literacy team and Instructional Coach via SRCL grant application guidelines. Further, the Technology Coordinator will facilitate bidding, purchase orders, inventories, installation, site licenses, warranties, and associated technology based professional learning related to SRCL grant funds. The Technology Coordinator will also be responsible for maintenance during and beyond the life of the SRCL grant period.

g. Sharing with other schools about the lessons of SRCL

Within the system, administrators and instructional coaches will be responsible for communicating about the SRCL experience at their school. They will be encouraged to share the successes and challenges of the process with others in order to promote continued investment in literacy instruction and its importance to the education of the whole child to function in an evolving society that mandates mastery through adaption with successful literacy skills at its core.

Budget Plan

The TCHS SRCL budget plan calls for the funds to be dispersed on a three to five year period.

Year 1

The program will be launched with a focus on professional development that is accompanied by the purchase of classroom libraries, literacy programs, digital devices, accompanying media, printers, and associated supplies.

Further, summer activities in preparation for implementation will be conducted. A stipend will be provided for the instructional coach to prepare for grant implementation. The work will be beyond the regular contract and will be considered as part of administrative costs.

Pre-school activities may also include a literacy session for teachers to prepare for student return and program implementation. Cost for stipends and supplies will be covered.

In continuing professional development, selections will be covered for registrations, substitute costs, stipends, travel expenses, materials and related expenses.

Year 2-5

Instructional needs not filled during Year 1 will be budgeted for subsequent years. Any additional program developments for after school or summer, including transportation, will be included in future years. Maintenance of technology purchased is crucial for sustaining the program and will be budgeted for accordingly. New equipment and continued professional development will be maintained in the budget. Also, additional workdays will be allocated for the Instructional Coach to promote grant implementation as part of administrative costs.